

U.S. DEPARTMENT OF EDUCATION
PLANNING AND EVALUATION SERVICE

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Follow-Up Public School Survey on Education Reform

Congress authorized this survey in Section 1501(b)(1) and Section 14701(a)(1) of the Improving America's School Act (P.L. 103-382). All responses will be kept confidential and anonymous, and only aggregated results will be presented. While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

Name of person completing form: _____ Title: _____

Telephone: _____ Fax: _____ E-mail: _____

Name of School: _____

PLEASE RETURN COMPLETED FORM TO	IF YOU HAVE ANY QUESTIONS, CONTACT:
WESTAT 1650 Research Boulevard Rockville, Maryland 20850 Attn: 994164 Webber	Ann Webber 1-800-937-8281, ext. 3627 Fax: (301) 294-4475 E-mail: WEBBERA1@WESTAT.COM

PLEASE KEEP A COPY OF THIS SURVEY FOR YOUR RECORDS

According to the Paperwork Reduction Act of 1995, no persons are required to respond to collection of information unless it displays a valid OMB number. The valid OMB control number of this information collection is 1875-0136. The time required to complete this information collection is estimated to average one hour per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and reviewing and completing the collection of information. If you have comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Daphne Hardcastle, Planning and Evaluation Service, Office of the Under Secretary, U.S. Department of Education, 600 Independence Avenue, SW, Washington, D.C. 20202.

INSTRUCTIONS FOR THIS SURVEY

This survey about public school reform should be completed by the principal or another person knowledgeable about the school program. This survey is designed to gather information about individual schools rather than school districts. Please respond only about students in your school's program for school year 1997-98, unless otherwise indicated. If a question does not apply to your school, please write in "NA".

Please complete and return the survey in the enclosed postage-paid envelope to Westat, Inc., the Department of Education's survey contractor, by November 14, 1997. If not received by that date, Westat will call your school between November 17 and December 5, 1997, to make arrangements for collecting information.

DEFINITIONS FOR THIS SURVEY

Adequate yearly progress: The amount of yearly improvement each Title I school and district is expected to make in order to enable low-achieving children to meet high performance levels expected of all children. (States are required to define adequate yearly progress after their final assessments are in place. If the state is in its transitional assessment period, it must establish procedures for measuring yearly academic progress for each school and district.).

Comprehensive reform: Efforts to improve education for all students by establishing high content and performance standards and redesigning the various components of the education system in a coordinated and coherent fashion to support students learning to the standards.

Disability: A child with a disability means a child with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (hereinafter referred to as "emotional disturbance"), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and who, by reason thereof, needs special education and related services (Individuals with Disabilities Education Act).

ERIC: Educational Resources Information Center. ERIC is an education database, clearinghouse, and document reproduction service financed by the U.S. Department of Education.

High standards: Refers to recent and current education reform activities that seek to establish more challenging expectations for student achievement and performance, such as the National Council of Teachers of Mathematics standards for math, state- or local-initiated standards in various subjects, and those outlined in Goals 2000.

In need of improvement: Under Title I legislation, a school is identified as in need of improvement if it has not made adequate progress toward meeting state standards for two consecutive years. If the state does not have its final assessment in place, a school is identified if it has not met criteria the state has adopted for academic progress for two consecutive years.

School-parent compact: Voluntary written agreements between the school and parents that outline how parents, the entire school staff, and students will share responsibility for improved student achievement. A school-parent compact is not a legal document and it should not be confused with an individual education plan (IEP) used in special education.

School performance profile: A status report to teachers, parents, and the community provided by the school district that reports on the yearly progress of the school in meeting the state's student performance standards.

SSI/USI: National Science Foundation's Statewide Systemic Initiatives and Urban Systemic Initiatives programs. For these programs, NSF has cooperative agreements with states and urban areas to undertake comprehensive initiatives for education reform in science, mathematics, and technology.

Standards and Assessments

Currently, states and districts are establishing new high standards for student achievement both in the content that students are expected to learn (content standards) and in the level of performance that students are expected to achieve (performance standards, e.g., proficient, advanced, novice). Standards go beyond general expectations for student learning in that they are written, may be externally developed, and are to be applied uniformly by all teachers.

1. To what extent does your school use state or district-developed content standards to guide curriculum and instruction...

	Not at all	Small extent	Moderate extent	Great extent
a In reading/language arts	1	2	3	4
b In mathematics	1	2	3	4
c In science	1	2	3	4
d In history/social studies	1	2	3	4

2. To what extent have the content standards for any subjects in your school changed in the last year?

No change	1
Small extent	2
Moderate extent	3
Great extent	4
No content standards	5

3. To what extent are the following items barriers to applying high standards to all students in your school?

	Not at all	Small extent	Moderate extent	Great extent
a Inadequacy of guidance on what standards to use	1	2	3	4
b Inadequacy of parent involvement	1	2	3	4
c Outdated technology	1	2	3	4
d High student mobility	1	2	3	4
e Diversity of student populations	1	2	3	4
f Language barriers	1	2	3	4
g Assessments that are not aligned with curriculum/standards	1	2	3	4
h Other (specify)	1	2	3	4

4. To what extent does your school use written standards for assessing...

	Not at all	Small extent	Moderate extent	Great extent
a Teacher quality	1	2	3	4
b The quality of professional development activities	1	2	3	4

If A Not at all for questions 4a and 4b, skip to question 8.

5. Who developed the standards for assessing teacher quality and professional development activities? (Check all that apply.)

	School	School district	State	National association	Other (specify)
a. Teacher quality.....	_____	_____	_____	_____	_____
b. Professional development.....	_____	_____	_____	_____	_____

6. To what extent are the standards for teacher quality and for professional development linked to student content and performance standards established in the past three years by your state or school district?

	Not at all	Small extent	Moderate extent	Great extent	Student standards not established
a Teacher quality.....	1	2	3	4	5
b Professional development.....	1	2	3	4	5

7. When were standards for teacher quality and professional development last revised?

	Last year	2-3 years ago	More than 3 years ago	Don't know
a Teacher quality.....	1	2	3	4
b Professional development.....	1	2	3	4

8. If your school district reports **reading** and **mathematics** student achievement in terms of performance level categories (e.g., proficient, advanced, novice) on state required assessments, list your state=s performance levels and indicate what percent of students in your school scored at each level. Please report for all grades (aggregated) that have data reported in terms of performance levels. If this data is available for school year 1995-96, please indicate the percent of students scoring at each level.

Reading		Performance Level	1996-97	1995-96
Top level	a.	_____	_____ %	_____ %
	b.	_____	_____ %	_____ %
	c.	_____	_____ %	_____ %
	d.	_____	_____ %	_____ %
	e.	_____	_____ %	_____ %
Bottom level	f.	_____	_____ %	_____ %
Mathematics		Performance Level	1996-97	1995-96
Top level	a.	_____	_____ %	_____ %
	b.	_____	_____ %	_____ %
	c.	_____	_____ %	_____ %
	d.	_____	_____ %	_____ %
	e.	_____	_____ %	_____ %

Bottom level f. _____ % _____ %

9. Are student achievement results **in reading** summarized in any of the following reporting categories: gender, race/ethnicity, Title I participation, migrant status, poverty status, limited English proficiency, disabling condition, or other reporting category?

Yes..... 1
No..... 2

If "Yes", indicate for which of the following reporting categories the student achievement results **in reading** are summarized. (*Check all that apply.*)

- a. _____ Gender
- b. _____ Race/ethnicity
- c. _____ Title I participation
- d. _____ Migrant status
- e. _____ Poverty status (e.g., free/reduced price lunch)
- f. _____ Limited English proficiency (LEP)
- g. _____ Disabling condition
- h. _____ Other (*specify*)

10. Are student achievement results **in mathematics** summarized in any of the following reporting categories: gender, race/ethnicity, Title I participation, migrant status, poverty status, limited English proficiency, disabling condition, or other reporting category?

Yes..... 1
No..... 2

If "Yes", indicate for which of the following reporting categories the student achievement results **in mathematics** are summarized. (*Check all that apply.*)

- a. _____ Gender
- b. _____ Race/ethnicity
- c. _____ Title I participation
- d. _____ Migrant status
- e. _____ Poverty status (e.g., free/reduced price lunch)
- f. _____ Limited English proficiency (LEP)
- g. _____ Disabling condition
- h. _____ Other (*specify*)

11. If your school district reports achievement by race/ethnicity, gender, Title I participation, migrant status, poverty status, limited English proficiency, disabling condition, or other reporting category, for which categories is student achievement in the greatest need of improvement? (*Check three.*)

- a. _____ Racial/ethnic minority students
- b. _____ Females
- c. _____ Males
- d. _____ Title I participants
- e. _____ Migrant students
- f. _____ Students in poverty
- g. _____ LEP students
- h. _____ Students with disabilities
- i. _____ Other (*specify*)

12. Various strategies are being developed to support comprehensive reform. In column A, indicate the extent to which the following strategies are being implemented in your school. In column B, indicate three areas where information is most needed. For e1 and e2 check the "None enrolled" box if your school does not have those students.

Strategy to support comprehensive reform	A. Extent to which your school is implementing strategy				B. Information most needed
	Not at all	Small extent	Moderate extent	Great extent	(Check three)
a. A strategic plan for enabling students to achieve to high levels of performance.....	1	2	3	4	
b. Professional development to enable staff to teach the content students are expected to learn	1	2	3	4	
c. Instructional materials such as textbooks that expose students to the content they are expected to learn	1	2	3	4	
d. Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn	1	2	3	4	
e. Adaptations so that all students are expected to achieve to high levels of performance, specifically: <u>None enrolled</u>					
<input type="checkbox"/> e1. Limited-English proficient students.....	1	2	3	4	
<input type="checkbox"/> e2. Students with learning disabilities	1	2	3	4	
f. Assessments that measure performance against the content students are expected to learn	1	2	3	4	
g. Assessments that are used for school accountability and continuous improvement	1	2	3	4	
h. Parent involvement activities that help parents work with their children to achieve to high levels of performance	1	2	3	4	
i. Restructuring the school day to teach content in more depth	1	2	3	4	
j. Extending the school day to provide for more instructional time	1	2	3	4	
k. Extending the school year to provide for more instructional time	1	2	3	4	
l. Staff participation in professional networks focused on standards-based reforms.....	1	2	3	4	
m. Other (specify).....	1	2	3	4	

13. How helpful have the following sources of information or assistance been in helping you understand or use comprehensive reform strategies or activities such as those mentioned in question 12?

	Not used	Not at all helpful	Somewhat helpful	Very helpful
a. Other principals.....	1	2	3	4
b. Professional principal associations.....	1	2	3	4
c. Teacher unions or organizations	1	2	3	4
d. Other administrators	1	2	3	4
e. School district	1	2	3	4
f. Intermediate or regional education agency.....	1	2	3	4
g. State department of education.....	1	2	3	4
h. U.S. Department of Education's Regional Labs.....	1	2	3	4
i. U.S. Department of Education's Comprehensive Assistance Centers.....	1	2	3	4
j. U.S. Department of Education's Parent Information Resource Centers.....	1	2	3	4
k. U.S. Department of Education's ERIC	1	2	3	4
l. Other U.S. Department of Education offices or programs	1	2	3	4
m. National Science Foundation-funded initiatives (e.g., SSI, USI)	1	2	3	4
n. National model content standards (e.g., NCTM).....	1	2	3	4
o. State-developed content standards	1	2	3	4
p. Institutions of higher education	1	2	3	4
q. Professional journals (<i>specify</i>)	1	2	3	4
r. State- or district-sponsored education conferences	1	2	3	4
s. Institutes or workshops	1	2	3	4
t. Electronic networks/discussion groups	1	2	3	4
u. Media (e.g., newspapers, television)	1	2	3	4
v. Other (<i>specify</i>)	1	2	3	4

14. In what format do you prefer to receive information? Please rank the following in order of your preference from 1 to 4, with 1=1st choice; 2=2nd choice; 3=3rd choice; and 4=4th choice. If you do not have access to format "c" (electronic), circle "No access."

	Rank
a. Hard copy (e.g., journal articles, reports, magazines)	_____
b. Workshops and summer institutes	_____
c. Electronic (e.g., e-mail, Internet, electronic bulletin boards, microcards)	_____ No Access
d. Other (<i>specify</i>)	_____

School Information

15. How many total students are enrolled in your school?

_____ Students

16. What is the total number of students in your school in the following categories?

Students by race/ethnicity

_____ White (not Hispanic origin)
 _____ Black (not Hispanic origin)
 _____ Hispanic
 _____ Asian/Pacific Islander
 _____ American Indian/Alaskan Native

Students with special needs

_____ Limited English proficient (LEP) students
 _____ Migrant students
 _____ Students with disabilities
 _____ Homeless students

17. What percent of the students in your school are eligible for the free- or reduced-price lunch program?

_____ %

18. What is the total **number of instructional rooms** in your school? Include all rooms used for any instructional purposes, include classrooms, computer and other labs, media centers, etc.

_____ Instructional rooms

19. What is the total **number of computers** in your school used for instructional purposes?

_____ Total computers

20. How many instructional rooms have a computer with access to the Internet?

_____ Rooms

21. Please indicate to what extent, if any, each of the following are barriers to your school's acquisition or usage of advanced telecommunications capabilities. If your school is currently using advanced telecommunications, please indicate to what extent the following are barriers to upgrading or maximizing telecommunications usage. *(Circle one for each item.)*

		Not at all	Small extent	Moderate extent	Great extent
a	Lack of technical support or advice	1	2	3	4
b	Lack of or inadequately trained staff	1	2	3	4
c	Lack of teacher awareness regarding ways to integrate curriculum	1	2	3	4
d	Lack of software that is integrated with the school's curriculum	1	2	3	4

22. Since the end of the school year 1996-97, have teachers at your school participated in any inservice or professional development programs which focused on uses of educational technology for instruction (e.g., use of computer, satellite learning)?

Yes..... 1
No..... 2

If A Yes, how many hours did the programs last on average?

_____ 8 hours or less
_____ 9-32 hours
_____ More than 32 hours

Title I Information

23. Did your school receive federal Title I funds in school year 1997-98?

Yes..... 1
No..... 2
Don't know..... 3

If A No or A Don't know, skip to question 51.

24. To what extent does your school have input into the decisions on the use of Title I funds in your school?

Not at all..... 1
Small extent..... 2
Moderate extent..... 3
Great extent..... 4

25. How many staff members (full-time equivalents) are employed with Title I funds in your school during the regular school term?

Full-time equivalents

- a. Administration (non-clerical)
b. Teachers
c. Teacher aides
d. Staff providing support services (non-clerical)
e. Other (specify) _____

26. Was the targeted assistance or schoolwide plan or a description of the plan/program made available to parents?

Yes..... 1
No..... 2

27. Is your school operating a Title I schoolwide program?

Yes..... 1
No..... 2

If "Yes", skip to question 31.

28. If your school is designated as a targeted assistance school, how many students are served by the Title I program?

_____ Students

29. At what grades are students receiving Title I services? (*Circle all that apply.*)

Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12 Ungraded

30. In what subjects are students receiving Title I services? (*Check all that apply.*)

a. Reading/language arts
b. Mathematics
c. ESL
d. Other (*specify*)

31. Recent federal legislation made changes to Title I that affect schools in a number of ways. For each item below, indicate:
In column A, the extent to which you are **familiar with** the Title I change.
If you are familiar with the change, in column B indicate the extent to which you feel it requires **changes** in your school.

Title I change:	A. Familiar with Title I change				B. Changes in school required			
	Not at all	Small extent	Moderate extent	Great extent	Not at all	Small extent	Moderate extent	Great extent
a. Apply high state-approved standards to all students.....	1	2	3	4	a	b	c	d
b. More flexibility to identify students for services	1	2	3	4	a	b	c	d
c. Extend learning time	1	2	3	4	a	b	c	d
d. Minimize pull-out programs.....	1	2	3	4	a	b	c	d
e. Develop a parent involvement policy	1	2	3	4	a	b	c	d
f. Develop a school-parent compact	1	2	3	4	a	b	c	d
g. Assess student performance against high standards	1	2	3	4	a	b	c	d
h. Use student performance results for school accountability and continuous improvement.....	1	2	3	4	a	b	c	d

32. Does your school use Title I resources for any of the following purposes?

	Yes	No
a. To serve targeted children in a pull-out setting	1	2
b. To serve targeted children in an in-class setting.....	1	2
c. To provide extended time learning opportunities before and/or after school for targeted children.....	1	2
d. To improve the entire educational program through a schoolwide program	1	2
e. To provide summer learning opportunities	1	2
f. To provide professional development activities.....	1	2
g. To provide family literacy services	1	2
h. Other (<i>specify</i>)	1	2

33. What type of extended time instructional programs are operated by your school? (Check all that apply and indicate the number of hours per week and the number of weeks per year that the program operates. If a type of extended time instructional program is funded by Title I, **please circle it**.)

Program type	Number of hours per week	Number of weeks per year
a. _____ Before school	_____ hrs/week	_____ weeks/yr
b. _____ After school	_____ hrs/week	_____ weeks/yr
c. _____ Weekend	_____ hrs/week	_____ weeks/yr
d. _____ Summer	_____ hrs/week	_____ week/yr

34. Did your school meet the district/state target for adequate yearly progress in... (See definition on page 2.)

School year 1995-96	School year 1996-97
Yes _____ 1	Yes _____ 1
No _____ 2	No _____ 2
Don't know _____ 3	Don't know _____ 3

35. Is your school identified in this school year as in need of improvement under Title I? (See definition on page 2.)

Yes _____ 1
 No _____ 2
 Don't know _____ 3

If **A Yes**, for how many years has your school been identified in need of improvement under Title I?

_____ Years

Did your school receive additional technical assistance/professional development as a result of being identified as in need of improvement?

Yes _____ 1
 No _____ 2
 Don't know _____ 3

36. Is your school performance profile provided to... (See definition on page 2.)

	Yes	No
a. Teachers _____	1	2
b. Parents _____	1	2
c. Community _____	1	2

37. To what extent do you perceive the school performance profile as helpful in disseminating student achievement information to teachers, parents and the community?

Not at all _____ 1
 Small extent _____ 2
 Moderate extent _____ 3
 Great extent _____ 4

38. Does your school employ paraprofessionals/teacher aides paid for at least partially by Title I?

Yes _____ 1
No _____ 2
Don't know _____ 3

If A No= or A Don't Know=, skip to question 44.

39. What percent of time do paraprofessionals/teacher aides spend in the following activities?

a. _____ % Working one-on-one with students
b. _____ % Working with students in groups
c. _____ % Doing clerical tasks (e.g., correcting papers)
d. _____ % Working with parents
e. _____ % Other (specify) _____
100% TOTAL

40. What percent of paraprofessionals/teacher aides in your school lack a high school diploma or GED?

_____ %

41. Are these paraprofessionals/teacher aides who lack a high school diploma or GED working to earn a high school diploma or GED within the next two years?

Yes _____ 1
No _____ 2
Don't know _____ 3

42. How does your school district support educational improvement for paraprofessionals/teacher aides? (Check all that apply.)

a. _____ Career ladder for paraprofessionals/teacher aides
b. _____ Release time for classwork or studying for a high school diploma or GED
c. _____ Funding for high school diploma or GED classes
d. _____ Release time for classwork or studying for higher education courses
e. _____ Funding for higher education classes
f. _____ Other (specify)

43. If paraprofessionals/teacher aides have not received a high school diploma or GED, are they proficient in a language other than English which some of their students speak as their first language?

Yes _____ 1
No _____ 2
Don't know _____ 3

44. Does your school have a parent involvement policy that describes shared responsibilities for school staff and parents?

Yes _____ 1
No _____ 2

45. Does your school have a school-parent compact? *(See definition on page 2.)*

Yes _____ 1
No _____ 2

If "No," skip to question 50.

46. If your school is a targeted assistance school, who receives the school-parent compact? *(Check one.)*

- a. _____ All parents
b. _____ Title I parents

47. Who participated in developing the school-parent compact? *(Check all that apply.)*

- a. _____ Principal
b. _____ Teacher
c. _____ Parent
d. _____ Title I liaison
e. _____ Other *(specify)*

48. How helpful has the school-parent compact been in the following areas?

	Not at all helpful	Somewhat helpful	Very helpful	Don't know
a. Parents helping students with learning at home (e.g., help with homework or schoolwork).....	1	2	3	4
b. Parent participation in school-related decision- making such as budget considerations or curriculum reform	1	2	3	4
c. Parent volunteering in the classroom.....	1	2	3	4
d. Other parent volunteering <i>(specify)</i>	1	2	3	4
e. Parents= awareness of state standards for learning	1	2	3	4
f. Parents= awareness of skills students need to meet state standards for learning	1	2	3	4
g. Student attendance.....	1	2	3	4
h. Student discipline.....	1	2	3	4
i. Homework completion	1	2	3	4
j. Reading at home.....	1	2	3	4
k. Student preparedness for school <i>(specify)</i>	1	2	3	4
l. School climate.....	1	2	3	4
m. Teacher-parent relations <i>(specify)</i>	1	2	3	4

49. What process(es) was used to develop the school-parent compact? *(Check all that apply.)*

- a. Discussions at PTA meetings
- b. Meeting(s) called specifically to develop compact
- c. Other meeting(s) *(specify)*
- d. Parent survey
- e. School staff survey
- f. Review of other schools' compact(s) *(specify how compacts obtained)*
- g. Technical assistance provided by state education department *(specify)*
- h. Technical assistance provided by regional assistance providers *(specify)*
- i. Technical assistance provided by district *(specify)*
- j. Other *(specify)*

50. What procedures have been used to evaluate the implementation of your parent involvement policy including the school-parent compact? *(Check all that apply.)*

- a. Parent survey
- b. School personnel survey
- c. Verbal feedback from parents
- d. Verbal feedback from school personnel
- e. No evaluation activities implemented
- f. Other *(specify)*

Waivers and Goals 2000

51. Did your school request a waiver of statutory or regulatory requirements in federal elementary and secondary education programs?

Yes _____ 1
No _____ 2

52. Is your school district participating in the federal Goals 2000 program?

Yes _____ 1
No _____ 2
Don't know _____ 3

If A No or A Don't know, you have completed the survey.

53. How has your school participated in the federal Goals 2000 program activities? *(Check all that apply.)*

- a. Professional development linked to content standards and aligned assessments
- b. Realignment of curriculum to address standards and assessments
- c. Improved use of technology to support students' learning to the content standards
- d. Use of new state assessments
- e. Increased parental/community involvement
- f. Don't know how my school has participated
- g. Other *(specify)*

Thank you for completing this survey. Please return it in one of the following ways:

- # Use the pre-addressed, prepaid envelope that was provided.
- # If the envelope is missing, mail the survey to Ann Webber, Westat, 1650 Research Boulevard, Room RA1215, Rockville, MD 20850.
- # Fax your completed survey to (301) 294-4475.